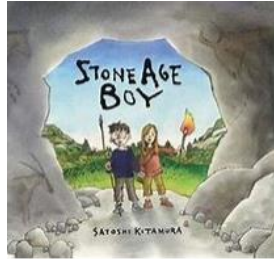


## Year 3 Autumn Term

Stone Age Boy



The Street Beneath my Feet



Skara Brae



The Secret of Black Rock



Text Type

Narrative

Non-Fiction:  
Explanation

Non-fiction: Holiday  
Brochure

Narrative

Independent, purposeful writing outcome

Write a new story of a Stone Age boy/girl, who finds themselves in the Neolithic period.

Design an information page to explain to year 2 pupils the soil and rock matter beneath your feet. Label accurately with key facts.

After visiting Stonehenge, write a persuasive visitor brochure for Stonehenge.

Write a fantasy story set in a forest.

National Curriculum Statutory Requirement

Spoken Language

Pupils should be taught to ask relevant questions to extend their understanding and knowledge.  
Pupils should be taught to use relevant strategies to build their vocabulary.  
Pupils should be taught to articulate and justify answers, arguments and opinions.  
Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  
Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  
Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.  
Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.  
Pupils should be taught to gain, maintain and monitor the interest of the listener(s).  
Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.  
Pupils should be taught to select and use appropriate registers for effective communication.

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Writing Composition

Pupils should be taught to write sentences by saying out loud what they are going to write about.  
Pupils should be taught to write sentences by composing a sentence orally before writing it.  
Pupils should be taught to write sentences by sequencing sentences to form short narratives.  
Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.  
Pupils should be taught to discuss what they have written with the teacher or other pupils.  
Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

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Word

Formation of nouns using a range of prefixes [for example super-, anti-, auto-]  
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]  
Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

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Sentence

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]  
Adverbs [for example, then, next, soon, therefore]  
Prepositions [for example, before, after, during, in, because of]

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Text

Introduction to paragraphs as a way to group related material  
Headings and sub-headings to aid presentation  
Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

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Punctuation

Introduction to inverted commas to punctuate direct speech

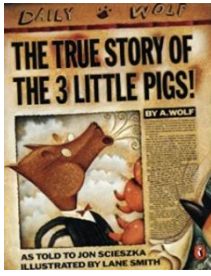
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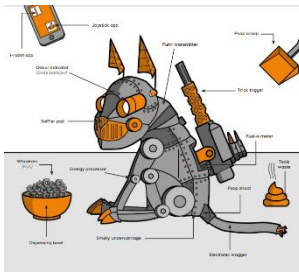
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Year 3 Spring Term

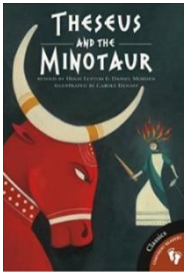
The True Story of the Three Little Pigs



How a Robot Dog Works



Theseus and the Minotaur



Text Type

Narrative

Non-Fiction: Explanation

Narrative

Independent, purposeful writing outcome

Plan and write a traditional tale with a twist.

Write an explanation for an electronic household pet such as an i-cat, i-rabbit or i-hamster.

Plan a write a mythical story.

National Curriculum Statutory Requirement

Spoken Language

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Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]  
Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

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Sentence

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]  
Adverbs [for example, then, next, soon, therefore]  
Prepositions [for example, before, after, during, in, because of]

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Text

Introduction to paragraphs as a way to group related material  
Headings and sub-headings to aid presentation  
Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

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Punctuation

Introduction to inverted commas to punctuate direct speech

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Year 3 Summer Term			The Happy Prince	Skelefons and Muscles	Wolves in the Walls	I Asked The Little Boy Who Couldn't See Poem by Anon
Text Type			Narrative: traditional tale	Non-fiction: Non-chronological report	Narrative: suspense	Poem
Independent, purposeful writing outcome			Plan and write a story based on a traditional tale.	Plan and write a non-chronological report on a chosen animal.	Continuation with the plot – plan and write the next series of plot points within the story.	Create and perform and poem about colour.
National Curriculum Statutory Requirement	Spoken Language	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	√	√	√	√
		Pupils should be taught to use relevant strategies to build their vocabulary.	√	√	√	√
		Pupils should be taught to articulate and justify answers, arguments and opinions.	√	√	√	
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	√	√	√	
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	√	√	√	
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	√	√	√	√
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	√	√	√	√
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	√	√	√	√
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	√	√	√	√
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	√	√	√	
National Curriculum Statutory Requirement	Writing Composition	Pupils should be taught to write sentences by saying out loud what they are going to write about.	√	√	√	
		Pupils should be taught to write sentences by composing a sentence orally before writing it.	√	√	√	
		Pupils should be taught to write sentences by sequencing sentences to form short narratives.	√	√	√	
		Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	√	√	√	
		Pupils should be taught to discuss what they have written with the teacher or other pupils.	√	√	√	√
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	√	√	√	√
	Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]				
		Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]			√	
		Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]				
	Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]			√	
		Adverbs [for example, then, next, soon, therefore]	√			
		Prepositions [for example, before, after, during, in, because of]	√		√	
	Text	Introduction to paragraphs as a way to group related material				
		Headings and sub-headings to aid presentation				
		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	√			
	Punctuation	Introduction to inverted commas to punctuate direct speech	√		√	